



Performance Report

Performance Period October 2004-December 2004

Introduction

This section contains information relative to monitoring by the Department of Education of system infrastructure and performance necessary to meet the needs of students requiring educational and mental health supports. The Department uses a dynamic management process to assist in administrative decision-making that directs the application of resources, fiscal and human, to achieve high levels of student achievement. This process relies on data collected through multiple means to provide current information on system infrastructure and performance.

This report covers the Second Quarter, October 2004 through December 2004, of School Year 2004-2005. It is the ninth quarter under the Felix Consent Decree "Sustainability Period."

Infrastructure

The Comprehensive Student Support System (CSSS) continues to provide the requisite infrastructure for the provision of programs necessary to provide educational, social, and emotional supports and services to all students, affording them an opportunity to benefit from instructional programs designed to achieve program goals and standards. EDN150 allocations contain those resources (fiscal, human, material, procedural, and technological) important to the provision of appropriate supports and services to students within the Felix Class. The objective of EDN150 programs are to maintain a system of student supports so that any student requiring individualized support, temporary or longer term, has timely access to those supports and services requisite to meaningful achievement of academic goals.

The next segments of this section contain elements of the CSSS infrastructure determined to be essential to the functioning of a support system constituting an adequate system of care. During the course of the Felix Consent Decree, the Department routinely provided progress reports addressing the availability of qualified staff, funding, and an information management system (ISPED) as a means to provide information germane to assessing system capacity to provide a comprehensive student support system.

Population Characteristics

There are 25,806 students eligible for educational supports and services under the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973 (Section 504), 89% and 11% respectively. The number of students receiving educational supports and services within CSSS levels 4 and 5 by the Department of Education has declined slightly over the past two years. In December 2002, just under 15% of the student enrollment received specialized instruction and

supports. In December 2003 the number was approximately 14.8% and this quarter nearly 14% (13.8%) of the student enrollment continue to require specialized educational services and supports to benefit from their educational opportunities. Nationally, in 2000 (the most recent information available), approximately 12.5% of the total student enrollment required special education supports and services.

While data do not permit a causal relationship to be verified, there has been also a simultaneous increase in overall student achievement, particularly at the elementary school level and sustained access to effective instructional supports and services. The table below depicts the number of students with disabilities, and relative percentage, over the past two years during the month of December. Decreases in the incidence of Specific Learning Disabilities and Emotional Disturbance may indeed be attributable to improved instruction and behavioral/mental health supports and services. The increases in the Autism Spectrum Disorder and Developmental Delays, offset by a decrease in Mental Retardation, are consistent with national data and reflect improved identification and evaluation methods.

Table 1: Change in Number and Relative Percentage of Students Eligible for Special Education; 12/2002 to 12/2004

Disability	12/30/2002		12/30/2003		12/30/2004	
	#	%	#	%	#	%
Mental Retardation	2,155	9.3	2,009	8.5	1,847	8.0%
Hearing Impairment	436	1.9	317	1.3	402	1.7%
Speech/language Impairment	1,699	7.3	1,449	6.1	1,214	5.2%
Other Health Impairment	1,884	8.1	2,305	9.8	2,524	10.9%
Specific Learning Disability	11,372	48.9	10,252	43.5	9,990	43.1%
Deaf-Blindness	3	0	6	0.02	6	0.0%
Multiple Disabilities	382	1.6	389	1.6	419	1.8%
Autism	646	2.8	788	3.3	897	3.9%
Traumatic Brain Injury	80	0.3	78	0.3	78	0.3%
Developmental Delay	1,412	6.1	2,719	11.5	2,886	12.4%
Visual Impairment	82	0.4	77	0.33	74	0.3%
Emotional Disturbance	3,011	12.9	2,943	12.5	2,723	11.7%
Orthopedic Impairment	115	0.5	112	0.47	106	0.5%
TOTAL	23,277		23,444		23,182	

An average of 7,134 students per month, 27.6% of all CSSS Levels 4 and 5 students, received School-Based Behavioral Health (SBBH) students supports during this quarter. Nearly 4% of all students enrolled in the Department required SBBH services to address educational and social, emotional, or behavioral needs in the educational arena. On average this quarter, 24,674 students per month received some type of SBBH supports during this quarter.

Services provided to Felix Class students fall in two broad categories: School Based Behavioral Health (SBBH) Services and services to students with Autism Spectrum Disorder (ASD). While the determination of need for and type of SBBH or ASD service necessary for any individual student to benefit from their educational plan is made by a team during the development of the plan, guidelines regarding the provision of these services are in the joint DOE and DOH Interagency Performance Standards and Practice Guidelines.

(134) The system must continue to hire and retain qualified teachers and other therapeutic personnel necessary to educate and serve children consistently

(Revised Felix consent Decree, July 1, 2000, page 20)

Qualified Staff

Qualified staff providing instructional and related services are the lynchpin of appropriate educational and related services for students with disabilities, for they are the ones with expertise and training in curriculum, instruction, and knowledge of the impact of the student's disability on the learning process. These qualified individuals, in conjunction with parents and others, develop and implement appropriate interventions designed to meet the unique needs of students.

The following staffing goals provide evidence that there are sufficient qualified teachers evenly distributed across the state to ensure timely access to specialized instruction for students and professional support to those providing educational and related services and supports to students with disabilities.

Infrastructure Goal #1: Qualified teachers will fill 90% of the special education teacher positions in classrooms.

The percent of qualified special education teachers provides an important measure of the overall availability of special education instructional knowledge available to support student achievement. At the end of this report period, there were 2,014 special education teachers in classrooms. Slightly less than 89% of those teachers are qualified in special education. This is a slight decrease in the percentage from last quarter.

The decrease was due to the December retirement of 4 teachers and the allocation of an additional 9.5 special education teacher positions at the end of this quarter. The Department employs 71 teachers through a contract with Columbus, an increase of 18 over last year.

Table #2: Number and percentage of qualified special education teachers.

	12/02	12/03	1204
Allocated Positions	1,970.5	2,058	2,087
Filled Positions	1,924.5	2,017	2,014
Percent Qualified Teachers	90.1%	90.2%	88.6%

Infrastructure Goal #2: 95% of the schools will have 75% or greater qualified teachers in special education classrooms.

A previous benchmark set forth the target of hiring so that there is no school with less than 75% qualified teachers in the classroom. In order to meet this goal, schools requiring less than four (4) special education teacher positions, 28% (72) of the schools, would be required to have all (100%) of the placed special education teachers qualified. The Department has determined a practical goal is that 95% of all schools will have 75% or greater qualified special education classroom teachers.

This measure provides information regarding the availability of special education knowledge and expertise to assist with day-to-day instructional and program decision making in support of special needs students. Meeting this goal is complicated due to the number of schools with few, two or less, full-time positions and half-time (0.5 FTE) positions. Again, the departure of teachers at the end of the year or addition of more staff during the school year is not new but has lowered the overall percent of schools with greater than 75% staffing at the end of this quarter.

Table #3: Number and percent of schools with <75% Qualified Staff.

	12/02	12/03	12/04
Number of schools with < 75%	22	15	30
Percent of schools with >75%	91.5%	94.2%	88.4%

The Department falls short of the Department set goal. This is due to the overall national shortage of special educators and the use of .5 F.T.E. positions in special education classrooms. As noted earlier, the Department continues to contract outside resources to recruit and retain special education teachers.

Infrastructure Goal #3: 85% of the complexes will have greater than 85% or greater qualified teachers in special education classrooms.

This measure helps illustrate the distribution of special education instructional expertise throughout the state. The prevalence of qualified staff throughout a complex is an indicator of the degree of support available to school staff and the continuity of instructional quality over time for students. For example, the impact of less than 75% qualified staff in a school within a complex with all other schools fully staffed is far less than if all schools in the complex had less than 75% qualified staff. Therefore, the Department has added this measure as an internal infrastructure indicator for monitoring.

Table #4 on the next page depicts the distribution through the 42 complexes of qualified special education teachers. As can be seen, while there are fewer complexes this year, at this time, with greater than 75% of the special education teaching positions filled with qualified teachers, it is better than two years ago.

Table #4: Distribution of qualified special education teachers across complexes.

	12/02	12/03	12/04
Number of complexes with over 85% qualified special education teachers	30	36	33
Percent of complexes with over 85% qualified special education teachers	72%	88%	79%

Infrastructure Goal #4: 95% of all Educational Assistant positions will be filled.

Educational Assistants (EAs) provide valuable support to special education students and teachers throughout the school day and in all instructional settings. Since SY01-02 the EA allocation ratio is 1:1 with the Special Education Teacher allocation. Initially, the 100% increase in EA positions severely taxed the recruiting and employing capacity of the Department of Human Resources Development. Streamlining the process and transferring greater responsibilities to the Office of Human Resources within the DOE was only partially effective as the requirements of the No Child Left Behind Act (NCLB) took effect.

The Department's internal goal is to have 95% of all EA positions filled. This goal was not reached this quarter. As can be seen in the table below, over the last two (2) years the Department hired 411 more EAs, but it has not affected the percentage of filled positions as close to 500 more EA positions were established.

Table #5: Number and percent of EA Positions filled.

EA Positions	12/02	12/03	12/04
Established Positions	2,075	2,385	2,570
Filled Positions	1,709	2,005	2,120
% Filled	82	84	83

HDOE will maintain sufficient SBBH staff to serve students in need of such services

Infrastructure Goal #5: 75% of the School-Based Behavioral Health professional positions are filled.

Since December 2000, the Department has maintained that the use of an employee-based approach to provide School Based Behavioral Health (SBBH) services provides greater accessibility and responsiveness to emerging student needs. While it is anticipated that some degree of services will always be purchased through contracts due to uniqueness of student need and unanticipated workload increases, day-to-day procedures presume the availability of staff. Early planning anticipated a two to three year phase to reach the point at which employees would do 80% of the SBBH workload. Performance Goal #13 addresses the relative percent of work done by DOE employees and contracted providers, indicating that during this quarter over 80% of all SBBH work was performed by Department staff.

Table#6: Number of SBBH Specialist Positions

	12/02	12/03	12/04
Number of Positions Filled	232	226.5	252
Percent of Total Positions	78	77	83

There are now 252 SBBH Specialist positions and 37 clinical psychologist positions filled. The actual number of positions changes due to flexibility built into the SBBH funding structure that allows complex decisions regarding staffing. There has been an increase of available SBBH staff to support students in need of behavioral health services from 232 in December 2002 to 303 in December 2004, a 9% increase.

Infrastructure Goal #6: 80% of the identified program specialist positions are filled.

This Infrastructure Goal is directly attributable to a previously established Felix Consent Decree benchmark based upon a determination by the Court Monitor that in 2000 the Department did not have sufficient program expertise in several areas. Recruiting and retaining leadership for these key program areas has been an ongoing challenge for the Department. The lack of in state programs providing terminal degrees, coupled with geographic isolation from institutes of higher education and recruitment constraints regarding pay based on experienced earned in other systems, has made it very difficult for the Department to hire program specialists.

Increased levels of knowledge and skills possessed by Department staff and contractors has changed the type of expertise necessary to continue to foster system growth and improved performance. The system now requires experienced administrators, supervisors, and trainers of discrete intervention skills.

At the present time four (4) of the identified program specialists positions continue to be filled with the same program specialist as last quarter. This is consistent with agreements made with Plaintiff Attorneys regarding the aforementioned changing needs of the Department. Based on these numbers, this infrastructure measure is met.

The Department continues to seek a program specialist of the area of Autism Spectrum Disorder with recognizable program and administrative skills necessary to provide clear guidance to school communities and professionals. The individual recruited during the last quarter for this position has declined the most recent offer. During this time, a series of technical assistance contracts are in place to assist service providers. As can be seen in the associated Autism Spectrum Disorder Performance Indicator, #12, services continue to be available and appropriate for these students.

Integrated Information Management System - ISPED

The need for an information management system to provide relevant data for analysis and decision-making is an important component of the infrastructure necessary to sustain high levels of system performance in the area of supports and services to students in need of such services. This information provides the basis for resource allocation, program evaluation, and system improvement.

Meaningful measurement of ISPED will provide specific information regarding the following: 1) ISPED data accuracy, 2) ISPED role in important management decisions, and 3) ISPED use by DOE administrators, CASs and principals.

Infrastructure Goal #7:

a) 99% of special education and section 504 students are in ISPED,

b) 95% of IEPs are current, and

c) 95% of the IEPs are marked complete.

The utility of ISPED as an information management system lies in the ability to provide a wide variety of user information that improves their productivity. Whether the information is unique student specific information used in program development or aggregate information used for planning purposes, accuracy and completeness is necessary. Achievement and maintenance of the three components embedded in Infrastructure Goal #7, gives users confidence that accessed information will assist in good decision-making.

At this time 99% of all students eligible for special education and related services are registered in the ISPED system. Of those, 99% have current IEPs in ISPED and 96% have been marked "complete". The difference between IEPs in the system and those marked "complete" is attributable to teachers awaiting additional information and/or uncertainty regarding the impact of marking an IEP "complete."

Table #7: Status of IEPs in ISPED

IEP Status	12/02	12/03	12/04
% Current IEPs in ISPED	97%	99%	99%
% IEPs marked "Complete"	67%	94%	96%

There is consistent widespread use of and reliance on ISPED as the information management system for special education records and decision making. The use of this system is institutionalized and integral to the ongoing management of special education throughout the Department.

Infrastructure Goal #8: ISPED will provide reports to assist in management tasks.

The increased administrative need for timely and accurate information is very evident in the ISPED reports. There are now over 90 different reports

available to teachers and administrative staff. During this quarter many reports were reviewed to ensure that school specific information was easily obtained and understood by a wide variety of new users. Report formats have been revised to ease the transfer of information to the Web Site that posts school specific information.

Infrastructure Goal #9: School, district, and state level administrators will use ISPED.

As stated in the section above, ISPED provides DOE administrators over 90 real time reports designed to assist in measuring system performance at the school, complex, and state levels, as well as provide data for resource allocation. The Department began tracking administrator “log-ons” to ISPED as broad indicators of both the utility of the reports as well as administrative behavior regarding the use of data in proactive management.

As can be seen in the table below that Complex Area Superintendent (CAS) usage of ISPED is sporadic but that over the past two years, the use of ISPED by District Education Specialists (DES) is high and growing.

Table #8: Administrative “Log-ons” to ISPED

Administrative Position	2 nd Qtr '02	2 nd Qtr '03	2 nd Qtr '04
CAS	39	142	16
DES	234	724	906

This data suggest that the action plans generated through the Special Education Section designed to improve overall system performance has had an impact on administrative behavior regarding the use of data in decision making and monitoring the impact of system performance activities. CASs report that upon receipt of monthly performance reports from the Special Education Section a meeting with the appropriate DES is held to determine the appropriate system response to improve performance.

(135) The system must be able to continue to purchase the necessary services to provide for the treatment of children appropriate to the individual needs of the child

Infrastructure Goal #10: The Department will maintain a system of contracts to provide services not provided through employees.

During this report period the DOE has maintained the same 49 contracts with 26 different private agencies to provide SBBH services, including Community-Based Instruction Programs and ASD Programs and Services on an as needed basis. These contracts were effective July 2003 and continue to June 30, 2005. A Request for Proposals for the following fiscal year was released this quarter and closed on January 14, 2005.

There are nine (9) types of contracts covering the following services: assessments, behavioral interventions, intensive services, psychiatric services, and five (5) for Community-Based Instruction (CBI) services. Listed below is the number of contracts by type of service.

Table #9: Types and numbers of contracted services

Type of Service	Number of Contracts
Assessment	10
Behavioral Intervention	11
Intensive Services	12
Psychiatric Services	8
CBI (ages 3-9)	1
CBI (ages 10-12)	2
CBI (ages 13-200)	3
CBI (gender specific)	1
CBI (ASD/SMR)	1

The average expenditure per month for contracted services for ASD students during SY 04-05 continues to be approximately \$2.9M per month. While not all the final December 2004 payments have been made and recorded, the total expenditure for services to ASD students this quarter is approximately \$17.5M. This data excludes expenditures from Kauai.

Table #10: Number of students with ASD and Average Monthly Contracted Costs

	SY02-03	SY03-04	SY04-05
Average monthly expenditure	\$2.1M	\$2.6M	\$2.9M*
Number of students with ASD	835	1,012	1,071

*Based on 6 months

Purchased contracted SBBH services during SY 03-04 totaled \$5,463,510, averaging approximately \$481,522 per month. While total expenditures have not all been invoiced by contractors for the month of December 2004, a total of \$2.2M has been expended for SBBH services this school year. These results in a rate of \$372,102 per month, significantly lower than the average last school year. As may be expected, and comparable to previous years, the increased use of these services during this quarter, the average monthly expenditure this quarter is higher than that during the previous quarter.

The SBBH expenditures discussed in the previous paragraph do not include expenditures for off campus SBBH programs. Off campus programs, "Community-Based Programs", are expected to cost approximately \$661,000 per month. Slightly less than \$4M has been expended this quarter.

Infrastructure Goal #11: Administrative measures will be implemented when expenditures exceed the anticipated quarterly expenditure by 10%.

The broad programmatic categories within EDN150 are Special Education Services, Student Support Services, Educational Assessment and Prescriptive Services, Staff Development, Administrative Services, and Felix Response Plan. EDN150 allocations for all of these groups total slightly more than \$284M dollars for SY 04-05. This represents the same amount of funding allocated in SY03-04.

As of the end of this quarter, December 2004, \$144.9M was expended. The costs in providing services to students with Autism Spectrum Disorder and

SBBH CBI was over budget. An emergency appropriate request has been submitted by the Department, through the Hawaii Board of Education and the Office of the Governor to address the anticipated funding requirements.

Key Performance Indicators

The existence of an adequate infrastructure is not an end in and of itself. The true measure of the attainment of EDN150 program goals and objectives are in the timely and effective delivery of services and supports necessary to improve student achievement. While the measurement of student achievement lies within the purview of classroom instruction, key system performance indicators exist that provide clear evidence of the timeliness, accessibility, and appropriateness of supports and services provided through EDN150 and the responsiveness of CSSS to challenges threatening system performance.

(136) The system must be able to monitor itself through a continuous quality management process. The process must detect performance problems at local schools, family guidance centers, and local service provider agencies. Management must demonstrate that it is able to synthesize the information regarding system performance and results achieved for students that are derived from the process and use the findings to make ongoing improvements and, when necessary, hold individuals accountable for poor performance.

(Revised Felix consent Decree, July 1, 2000, page 20)

Performance Goal #1: 90% of all eligibility evaluations will be completed within 60 days.

Good practice and regulation expect timely evaluation to provide the foundation for an effective individualized education or modification program that will assist students achieve content and performance standards. This measure identifies the timeliness with which the system provides this information to program planners.

Since June 2002 the Department has made steady progress in meeting this performance goal. During this quarter 94% of the 3,227 evaluations were completed within 60 days. This rate is consistent with the previous two years during the same period.

Table #11: Percentage of evaluations completed within 60 days.

SY	October	November	December
02-03	88%	90%	91%
03-04	94%	94%	97%
04-05	93%	94%	94%

Special Education Section action plans which increased the timeliness of evaluations last school year during the 2nd Quarter are being continued. It is expected that this performance target will continue to be met in the following months.

Performance Goal #2: There will be no disruption exceeding 30 days in the delivery of educational and mental health services to students requiring such services.

A service delivery gap is a disruption in excess of 30 days of an SBBH or ASD related service identified in an IEP or MP. A “mismatch” in service delivery (i.e., counseling services expected to be provided by an SBBH Specialist actually delivered by a school counselor) is included in this category as a service delivery gap.

Service delivery gaps occur for a variety of reasons but occur primarily because an individual related service provider (i.e., SBBH contractor) is temporarily unavailable to provide the requisite service as opposed to “wait lists” which are due to the unavailability of a program of educational services. Last school year there were only a few students for whom a program, CBI, was not available. Increased CBI capacity was developed through new contracts and the issue is resolved.

Table #12: Gaps in Services by Month and Year

Gaps per Month			
SY	October	November	December
02-03	12	9	25
03-04	18	12	6
04-05	8	12	12

Gaps this quarter were due to the lack of availability of Skills Trainers, the movement of some SBBH contracted therapists, and an opening in a community based instruction program. Most gaps occurred in Maui District.

Performance Goal #3: The suspension rate for students with disabilities will be less than 3.3 of the suspension rate for regular education students.

Concern regarding the possibility of disproportionate suspension rates for students with disabilities has existed since at least the 1994 Office of Civil Rights, *Elementary and Secondary Compliance Reports*. Beginning in 2000, the Felix Consent Decree Court Monitor and Plaintiffs’ Attorneys expressed concerns relative to the suspension of students with disabilities. The Felix Monitoring Office, *Suspension Study*, prepared under the direction of the Court Monitor reported findings of an in-depth study of the relative suspension rates of regular and special education students. Those findings over a four year period illustrated a wide range of suspension rates over geographic and school specific characteristics. General trends were that the overall suspension of students was decreasing but students with disabilities were more likely to be suspended.

Between 2001 and July 2003, the Department reported to the Court Monitor, Plaintiff’s Attorneys, and the Court the relative increase risk rate for suspension of special education students. However, the Court Monitor

questioned the applicability of using as a target the 3.3 rate reported in the Government Accounting Office (GAO) report of 2001 based on serious misconduct and a special study was conducted. Those findings are reported in the July 2003-September 2003 Quarterly Performance Report. Those findings indicated that most schools, especially elementary schools do not suspend any, or very few, students with disabilities but that wide variation continued to exist across geography and even within schools with similar characteristics among secondary schools. Subsequently, Department efforts increasingly utilize school specific action plans to address the use of suspension as a response to student misconduct.

The data does indicate that school specific interventions are continuing to lower the rate of suspensions for all students although special education suspensions continue to be more frequent. The following table portrays the aggregate cumulative suspension for all schools under this format.

Table #13: Cumulative Suspension Rates

Cumulative Suspension Rates	2001-2002	2002-2003	2003-2004	2nd Qtr 04-05
Regular Education				
Enrollment	160,494	163,309	170,283	177,641
Suspensions	13,358	10,106	9,338	3,978
Percent per 100	8.3	6.19	5.48	2.25
Special Education				
Enrollment	23,428	24,050	23,480*	23,182
Suspensions	6,627	4,376	4,241	1,881
Percent per 100	28.3	18.2	17.8	8.65

* Special education enrollment number from May 2004 was used because it more accurately represents the Enrollment during the school year.

The school specific suspension data is set forth in the *Stipulation for Step-Down Plan and Termination of the Revised Consent Decree* dated April 15, 2004. This report format calls for school by school reporting of the “percentage of suspensions of regular education and special education students per hundred, ...” (page 9). The information is available through the DOE website under Reports, Felix (<http://165.248.6.166/data/felix/index.htm>).

Performance Goal #4: 99.9% of students eligible for services through special education or Section 504 will have no documented disagreement regarding the appropriateness of their educational program or placement.

There are two sources of documented disagreements. One is a formal written complaint mechanism. By regulation, formal written complaints must be addressed within 60 days. The second is the Request for an Impartial Hearing. The decision by an Administrative Hearings Officer is to be issued within 45 days of the filing of a request.

2nd Quarter Results

There were 14 (3 written and 11 telephone) complaints this quarter. The Department met this goal during this quarter, as 99.9% of the students receiving services during this quarter had no documented disagreements.

Complaints

The number of formal written complaints regarding the delivery of mandated services and supports to students continues to be low. The continued decrease may be in response to the active complaints investigation and resolution initiatives by the Special Education Section.

Table #14: Number of Complaints regarding Special Education Services

Number of	2 nd Qtr SY 02-03	2 nd Qtr SY03-04	2 nd Qtr SY04-05
Written Complaints	2	5	3
Telephone Complaints	15	15	11

The Special Education Section, Complaints Office, also receives telephone inquiries regarding the delivery of educational services and supports to students with disabilities. These inquiries do not rise to the level of a formal complaint but nonetheless provide additional information regarding the degree to which school and complex staff are effective in communicating with parents regarding the educational needs, characteristics, and subsequent educational program decisions for students.

Requests for Impartial Hearings

The number of requests for impartial hearings has been steadily increasing from 1997 to 2002, at which point it stabilized. An analysis of requests for impartial hearings and the outcomes was submitted to Court in June 2003. The Department increased facilitation and mediation resources available to schools as an initial step to assist parent and school problem solving related to the provision of specialized instruction and related services.

Table #15: Number of Requests for Impartial Hearings

Month	SY 01-02	SY 02-03	SY 03-04	SY04-05
October	9	26	9	15
November	25	14	12	30
December	14	14	7	12
Total	48	54	28	57

The overall number of requests for hearings was somewhat less last school year, 169 as opposed to 174 the previous two years. It is too early to tell if the new IEP Conciliation component added to the contract that makes facilitation and mediation available to schools and parents beginning June 2004 will reduce the number of hearings. The number of requests this quarter and year to date is higher than previous years.

The Special Education Section is conducting a 3 year school by school analysis of complaints, written and telephone, and requests for impartial hearings to target specific targeted interventions. This approach has proven successful in assisting school meet performance targets.

Performance Goal #5: The rate of students requiring SBBH, ASD, and/or Mental Health Services while on Home/Hospital Instruction will not exceed the rate of students eligible for special education and Section 504 services requiring such services.

The number of students receiving Home/Hospital Instruction (H/HI) fluctuates but is within the range of numbers in similar quarters of the previous two school years. The table below shows the number of students on H/HI and the number of students with disabilities on H/HI during the 4th quarter of the last two (2) school years. Of the 75 students with disabilities on H/HI, 15 (13%) required SBBH services. The percentage of students with disabilities in other educational arrangements with either SBBH or Mental Health in their educational plans is 27.6% statewide. This goal is met.

Table #16: Number and Percentage of Students with Disabilities on H/HI

Quarter	2 nd Qtr SY 02-03	2 nd Qtr SY 03-04	2 nd Qtr SY 04-05
Total # students on H/HI	230	176	211
# Students with disabilities on H/HI	112	75	75
% Of students with disability on H/HI requiring SBBH or Mental Health	16%	13.5%	13%
State % of students with disabilities receiving SBBH or Mental Health	33%	32.5%	27.6%

As can be seen in the table below, the number of students placed in H/HI due to social or emotional needs is less than the 1st quarter of the last school year and similar to the year prior.

Table #17: Number of Students Placed on H/HI due to Social Emotional Reasons

Quarter	2 nd SY02-03	2 nd SY 03-04	2 nd SY 04-05
Number of Students	14	18	15

Performance Goal #6: 100% of complexes will maintain acceptable scoring on internal monitoring reviews.

Numerous Internal Monitoring Reviews were conducted this quarter. Please refer to Section II, Internal Monitoring for detailed information regarding the scores for complexes monitored during the 2nd Quarter. Of the 21 complexes reviewed, 20 (95%) scored 85 or better on the Systems Review. On Child Status, 19 of 21 (90%) scored over 85. This is not 100% but is markedly better than the last two years.

Performance Goal #7: 100% of the complexes will submit internal monitoring review reports in a timely manner.

All internal monitoring review reports required during this quarter were received in a timely manner.

Performance Goal #8: State Level feedback will be submitted to complexes following the submittal of internal monitoring review reports in a timely manner.

There were two complex Internal Reviews requiring State Level feedback this quarter. Both are over due but will be completed before this report is published. This is due to the transfer of responsibility for processing these reports within both the DOE and DOH.

Performance Goal # 9: "95% of all special education students will have a reading assessment prior to the revision of their IEP."

The Stanford Diagnostic Reading Test (SDRT) is the reading assessment used prior to the annual revision of the IEP. It is recommended that the assessment be administered within 90 days of the IEP. The SDRT is a group-administered, norm-referenced multiple-choice test that assesses vocabulary, comprehension, and scanning skills. The SDRT is not, nor is it intended to be, an adequate measure for a complete understanding of the student's PLEP. This is because, although diagnostic, the SDRT also falls into the category of summative assessments. A summative assessment is generally a measure of achievement or failure relative to a program or grade level of study.

Students exempted from the SDRT may need alternative (not alternate -- that refers to the state high stakes testing), formative assessments to guide instruction. This might be any combination of teacher observation, a one-on-one reading conference, the Brigance, etc.

The compliance rate is markedly improved over last two school years, but still falls short of the Department's goal.

Table #18: Percentage of Reading Assessment Completed Prior to IEP Development

School Year	October	November	December
SY02-03	62%	64%	61%
SY 03-04	84%	86%	84%
SY 04-05	92%	92%	90%

Schools with consistently poor data are being identified by the Special Education Section and are being given targeted assistance. Complex and district staff are being given data on the performance of schools and contacted for additional assistance to aid schools in meeting this goal. A closer look at the specific cases reveal general concerns, which the Department is targeting. For example, a concern with many secondary

schools is how to test drop outs or no shows when the student is not physically present to test. A number have also been tested at 91 days, when the teacher didn't take into account months which have 31 rather than 30 days. Still another common error is inputting errors when revisions rather than reviews are done. ISPED had been looking at the revision rather than the review date if the teacher didn't update the Key Dates in ISPED. Schools have been advised to correct these inputting errors.

Performance Goal# 10: 95% of all special education teachers will be trained in specific reading strategies.

Last school year this target was met as 246 of 248 new teachers received training in specific reading strategies to assist special education students become proficient readers. This SY there are 363 new special education teachers, all have been trained by the Reading Specialists.

Performance Goal #11: 90% of all individualized programs for special education students will contain specific reading strategies.

To determine the degree of compliance with this expectation, Reading Resource Teachers in the Special Education Section randomly selected 10 IEPs per complex written during the month. The selected IEPs are reviewed for evidence of the inclusion of specific reading strategies.

Performance in this area dipped during the first quarter but improved during this quarter. It is likely that the combination of summer hires and new teachers contributed to decreased performance and training and corrective actions have been successful. This performance indicator is met.

Table #19: Percentage of IEPs Developed within the Month with Reading Strategies

Reading Strategies in IEPs	Oct '03	Nov '03	Dec '03	Oct '04	Nov '04	Dec '04
% with reading strategies	91%	90%	92%	96%	96%	N/A*

* Insufficient IEPs conducted during December

Performance Goal #12: System performance for students with Autism Spectrum Disorder will not decrease.

The Department uses the Internal Review process as an indicator of system performance related to students with ASD. Twenty-one students with a Department of Education eligibility of autism were reviewed this quarter. All indicators had acceptable findings under Child Status. All but one indicator had acceptable findings under Current System Performance. Twenty of the twenty-one cases passed in Child Status and System Performance. Fourteen of the twenty-one cases were rated as having substantially acceptable or optimal service results in

System Performance. The table below provides a comparison of system performance over the past two (2) years.

Table #20: Comparison of Internal Review Ratings for Students with ASD

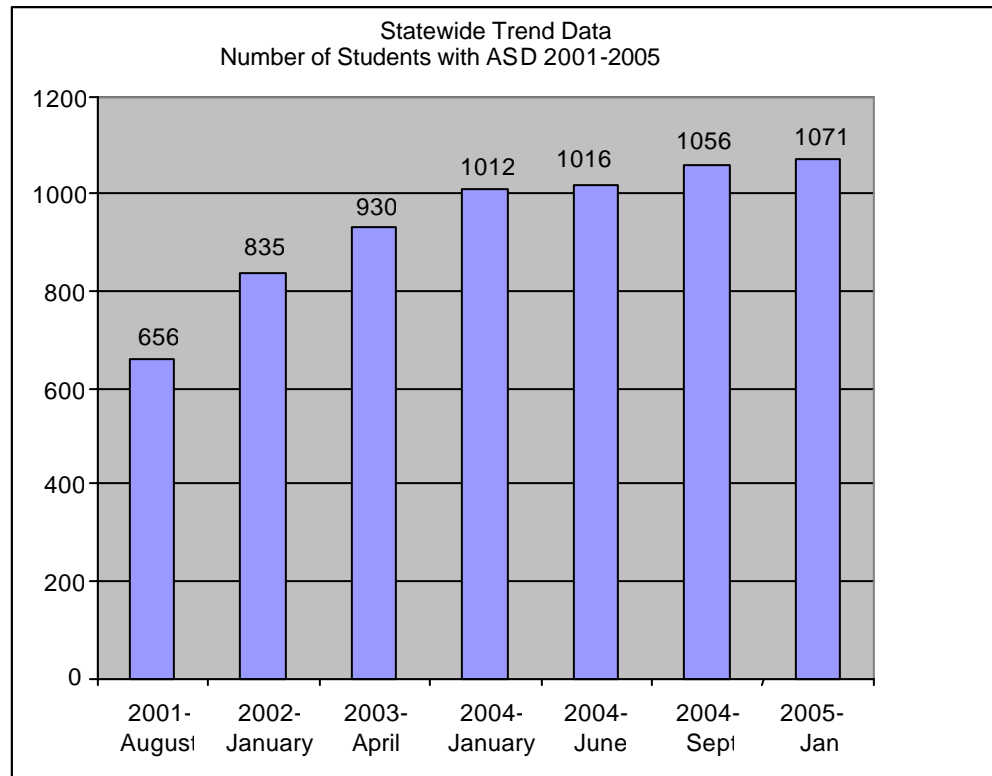
Indicators of Current Child Status	Oct. 02 - March 03	Oct. 03 - Dec. 03	Jan. 04- March 04	Oct. 04 - Dec. 04
27. Learning Progress	100	95	100	95
28. Responsible Behavior	100	100	100	86
29. Safety (of the child)	97	100	95	95
30. Stability	95	100	90	90
31. Physical Well-Being	97	100	100	95
32. Stability	100	100	95	90
33. Caregiver Functioning	100	100	100	95
34. Home Community (LRE)	100	100	100	100
35. Satisfaction	97	100	95	90
36. OVERALL CHILD STATUS	100	100	100	95
Indicators of Current System Performance				
44. Child/Family Participation	97	100	95	90
45. Functioning Service Team	100	100	100	100
46. Focal Concerns Identified	100	100	100	90
47. Functional Assessments	97	100	100	100
48. OVERALL UNDERSTANDING	100	100	100	95
49. Focal Concerns Addressed	97	100	100	90
50. Long Term Guiding view	92	100	100	90
51. Unity of Effort Across Agencies/Team	89	100	100	100
52. Individual Design/Good Fit	100	100	100	95
53. Contingency Plan Safety/Health	79	100	89	71
54. OVERALL PLANNING	97	100	100	100
55. Resource Availability for Implementation	100	95	100	95
56. Timely Implementation	100	95	100	90
57. Adequate Service Intensity	100	95	100	100
58. Coordination of Services	97	100	95	95
59. Caregiver Supports	100	90	100	100
60. Urgent Response	100	100	89	86
61. OVERALL IMPLEMENTATION	100	95	100	95
62. Focal Situation Change	100	100	100	95
63. Academic Achievement	100	100	100	95
64. Risk Reduction	100	100	100	95
65. Successful Transitions	97	100	95	95
66. Parent Satisfaction	97	100	95	90
67. Problem Solving	100	100	100	95
68. OVERALL RESULTS	100	100	100	95
69. OVERALL PERFORMANCE	100	100	100	95

The decrease in performance this quarter is attributable to the failure of the system in the review of the one previously mentioned student. The impact of one student on the overall results is dramatic when small numbers are used in the sampling.

The Department released the Request for Proposal's (RFP) to solicit contracts with private agencies for services the Department does not have the capacity to provide in October of 2004. The RFP's will be evaluated by the Department and agencies will be notified of provider selection and award by March 31, 2005. The RFP's will have a start date of July 1, 2005.

Pilot projects Central and Windward Districts continue to explore ways to increase the skill level of DOE employees providing services to students with ASD. The Behavioral Health Specialist position description with a select certification in autism has been advertised on the State Department of Human Resources Development web site as well as on the Department's web site.

Table #21: Number of Students with ASD



Performance Goal #13: The SBBH Program performance measures regarding service utilization will be met.

IDEA/504 Students Receiving SBBH Services

As seen in Table 22 on the following page, the average of 80 percent of the total number of Felix-Class students identified as IDEA and 20 percent identified as 504 eligible students has remained constant for the past six months. This indicates stability in the trend noted in the previous report. The ratio of IDEA students receiving SBBH services has increased and stabilized when data compiled in the past year is reviewed. Last quarter's data reported 80% IDEA; the two quarters prior to that indicated 78 and 77 percent of students received SBBH as an IDEA Related Service. A year ago, the average was 74 percent IDEA and 19 percent 504 students.

The ebb and flow of students receiving SBBH services continues to be predictable. There is an increased need for SBBH supports and services as the intensity and rigor increases during the first semester of the school year. As anticipated at the end of the year, as SBBH supports and services have been successful in assisting students meet the new

challenges, new skills are learned, or students transfer or graduate, the number of IDEA/504 students who require SBBH services decreases during the last two months of the fourth quarter in May and June.

Table #22: Number of Students receiving SBBH Services

MONTH	IDEA	504	ND	Total
July-04	5,140	1,278	23	6,441
August-04	5,391	1,345	0	6,736
September-04	5,736	1,412	0	7,148
October-04	5,681	1,384	5	7,070
November-04	5,859	1,391	0	7,250
December-04	5,758	1,369	7	7,134

Types of Services

Table #23: SBBH Students and Services Provided

MONTH	SBBH Students/Services July-September 2004					CBI/ TC/ ELC
	Total # of SBBH Students	Individual Counseling	Group Counseling	Family Counseling	Medication Management	
July-Sept 04 Average	6,775	5,755	750	846	949	230
		85%	11%	12%	14%	3%
2003 Oct-Dec Average	7397	6258	1008	1186	1052	269
		85%	14%	16%	14%	4%
October-04	7,070	6,231	827	824	1,050	230
November-04	7,250	6,364	836	826	1,051	230
December-04	7,134	6,363	872	823	1,025	226
Oct-Dec 04 Average	7,151	6,319	845	824	1,042	229
		88%	12%	12%	15%	3%

As seen in Table 23 above, individual counseling continued to be the most frequently used and on-going intervention for an average of 88 percent or an average of 6,319 students per month, consistent when compared with 85-87% in the past year. Group counseling, as the method of intervention, increased slightly from 11 percent to 12 percent or an average of 845 students each month as compared to an average of 750 students per month the previous quarter. This percentage reflects a slight decrease in group counseling when compared to data from a year ago. 1042 or 15 percent of students received medication management as compared to 949 or 14 percent last quarter. Family counseling was an adjunct to individual counseling for 12 percent or an average of 824 student/families per month in contrast to the 16% of students who received family counseling a year ago. 229 students received intensive DOE services (Community Based Instruction, Therapeutic Classrooms, and Enhanced Learning Classrooms) this past quarter, consistent with an average of three percent of the population of students with IEPs/MPs receiving SBBH services. This reflected a 1%

decrease when compared with a year ago. Overall, ratios for types of services provided were similar for the past year, with the most change noted in the four percent decrease in students who received family counseling as a support. This issue is also addressed in the report under Performance Goal 15.

Comparison of SBBH Providers

As seen in Tables 24 and 25, the Department of Education staff continues to provide most interventions with the exception of family counseling services that were often delivered by contracted providers. DOE staff provided an average of 84 percent of the individual counseling, an increase of 5 percent as compared with data from a year ago, with a corresponding 4 to 5 percent decrease in contracted providers delivering individual counseling services. Behavior Specialists continue to deliver the bulk of individual counseling (57%) while counselors deliver 21 percent of the individual counseling, as compared to 55 and 21 percent last quarter. DOE staff has been the primary provider of 95 percent of group services. Social workers are increasingly providing group services as reflected in the five (5) percent increase from six months ago and another one (1) percent increase from the last quarter. Behavior specialists and counselors continue to provide a total of 83 percent of group services, with an average of 36 and 47 percent, respectively. This has been a significant shift when compared to six months ago when counselors provided 68 percent and behavior specialist provided 27 percent of group services. Contracted providers were primarily utilized to provide 73 percent of family counseling services. This represents a four to five percent increase in the past six months.

Table #24: Relative Proportion of Services by Provider and Type

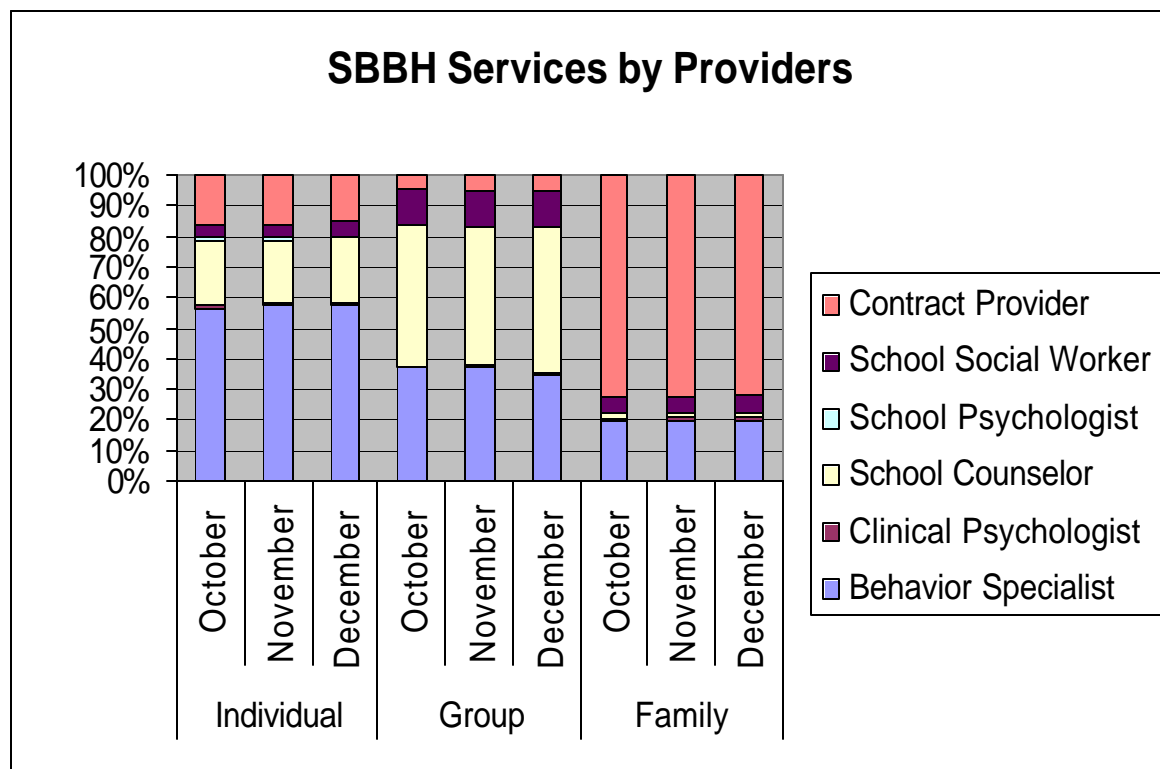


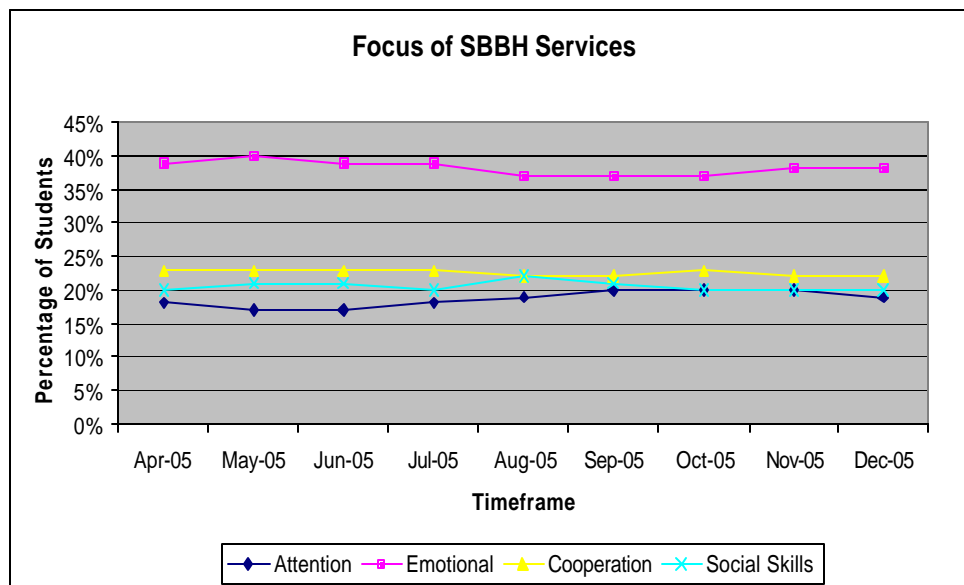
Table #25: Services by Provider Types

Services by Provider Types (Averages October-December)			
DOE Provider *	Individual	Group	Family
Behavioral Specialist	3,612	306	161
	57.2%	36.3%	19.6%
Clinical Psychologist	72	48	28
	1.1%	5.7%	3.4%
School Counselor	1,330	397	7
	21.1%	47.0%	0.8%
School Psychologist	19	0	1
	0.3%	0.0%	0.2%
School Social Worker	306	94	46
	4.8%	11.1%	5.6%
Total	5,340	801	227
DOE Provider Total *	84.5%	94.8%	27.6%
Contract Provider Total	980	44	597
	15.5%	5.2%	72.4%
GRAND TOTAL	6,319	845	824

Focus of Services

A comparison across three quarters' data on the focus of services for SBBH students reveals similar patterns with only a one to two percent fluctuation. Approximately, 20% of students required services related to Attention/Organizational skills, 38% Emotional/Coping skills, 22% Cooperation/Compliance skills, and 20% Social Skills. Students whose primary focus is the development of emotional/coping skills have consistently comprised the largest group, approximately 38%.

Table #26: Pattern of Focus of SBBH Services



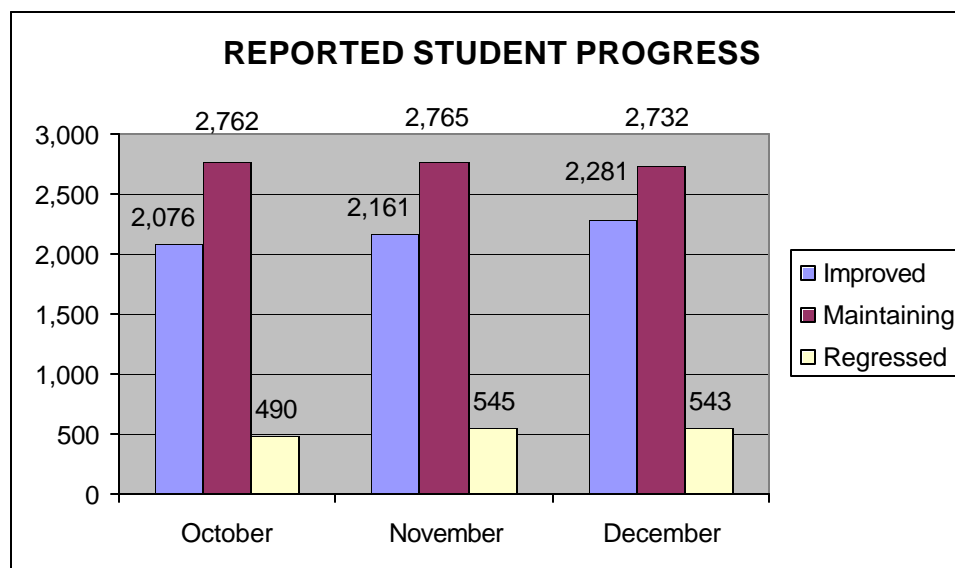
Reported Student Progress

Staff also reported student progress for a total of 5,328 students in October, 5,471 in November, and 5,556 students in December, compared to 2747 students in July, 4500 in August, and 5295 students in September. The number of staff who reported student progress continues to increase each month. Although these numbers represented only a portion of the student population receiving SBBH services, they were, nonetheless, positive indicators that the majority of students were maintaining or making progress.

Review of the data for the past year reveals consistent ratios with the exception of the summer months when services are provided primarily to students who require Extended School Year Services. An increase in the percentage of students making improvement is anticipated in the coming quarters as services are delivered and staff training focuses on setting and attaining IEP/MP goals and objectives. Statewide training, district by district, has focused on the development of measurable goals and objectives, as well as, strategies for achievement of the necessary skills and monitoring of progress to include quantifiable data collection for each student. This is further detailed in the report under Performance Goal 15.

However, the data in Table 27 below is deemed to be a conservative report as the numbers are reflective of the students served during a specific month. Students who have made progress and no longer need the services will not be reflected in the following month's data since they will no longer be part of sample group. In effect, the number of students reporting progress reflects the month to month status of current service recipients. Consequently, the above information should be considered along with data on the number of students who are new or exiting from SBBH as a related service

Table #27: Provider Reports of Student Progress



Students receiving SBBH as an IEP/MP Related Service: Exits and Entrances

Each month schools report why SBBH students enter or exit their SBBH program. The data log which is used to collect the information differentiates between those students who are newly identified as needing SBBH as an IEP/MP related service (New) from those students who already were receiving IEP/MP related SBBH services but are new to a provider or school (Transferred In). Students who have "Met Goals" by either achieving their goals or graduated, or those who moved, terminated the service, or no longer require SBBH support as a related service are categorized under Exit.

Table #28: Entrances and Exits from SBBH

Entrances and Exits from SBBH						
	Oct 03	Nov 03	Dec 03	Oct 04	Nov 04	Dec 04
New to SBBH	126	208	164	172	222	214
Transferred in	102	179	136	203	159	141
Met goals/Graduated	76	181	122	59	79	71
Moved	129	226	154	110	152	144
Parent Decision	24	66	54	26	28	20

Per data presented in Table 28, 608 students were *newly identified* as needing SBBH services this quarter. Referrals are again anticipated to increase, peak and taper in the next two quarters. 269 students met goals during this second quarter of the school year.

Data also reflects the mobility of students into or out of service, or among DOE schools. Five hundred three students already receiving CSSS level 4 or 5 SBBH services transferred schools in the current quarter. This means that SBBH staff statewide are continually challenged with developing relationships with new students and parents, understanding student needs, and developing plans and services needed to transition students into, between or out of schools. This data indicates that the DOE system is responsive and dynamic; certainly not at all static, as new students are continually identified as needing services while others exit due to having met goals and attaining success.

Statewide monthly totals appear to have a consistent pattern over a 15 month period. During FY 03-04, the SBBH program provided an average of 7,508 IDEA/504 students with SBBH related services each month. However, because of student turnover, a significantly greater total of students have been impacted over this period. During the period starting in June 2003 to date, at least 10,688 different students have received services. This is based on a count of all unduplicated students reported by schools on the required monthly data logs during this period. Month by month inspection shows a steady increase in totals of students to whom services have been provided. Of 3,180 students who received services but who have exited the program since June 2003, 2,070 have met goals, evidencing a measure of programmatic success.

The totals for the summer months of June and July reflect generally lower levels of activity, particularly for "New" SBBH students. Graduations were logged in June and the "Met goals/Graduation" total is accordingly the largest of any month. August

includes a high total for "Transferred in" students as school resumes for those who moved during the summer. Exiting due to Parent Decisions had been averaging over

47 per month from September 2003 through July 2004. In contrast, the five most recent months average less than 22 per month. This reduction in the rate of parents declining SBBH services for their child may indicate greater confidence or satisfaction with services provided. Future reporting of this will be closely monitored.

Early Intervention Services

In the context of the CSSS system and the array of supports, DOE personnel who provided the services for Felix-class students also provided early intervention services for Non-Felix-class students. 74,022 non-IDEA/504 students were provided consultation, observation, classroom guidance instruction, functional behavioral assessments/behavior support plans, walk-in counseling, and other assistance to classroom teachers and students during this past quarter. Intervention services increased significantly this quarter when compared to 46,765 students served during the summer months and early school year and 48,000 non-disabled students served in the April through June 2004 quarter. As illustrated in Tables 9 and 10, the same staff providing SBBH services to Felix-Class students including counselors, behavior specialists, social workers and psychologists also reported statewide provision of 70,945 hours of early intervention SBBH services during the this quarter. These services included individual, classroom, and consultation supports. This is in addition to services provided by other counselors who did not serve Felix-Class students.

Table 29: Non-IDEA/504 Students served		
Month	# of Non-IDEA/504 Served	# of Non-IDEA/504 Hours
3rd Quarter Total	46,289	55,971
4th Quarter Total	48,144	52,924
1st Quarter Total	46,765	63,064
October-04	26,011	22,930
November-04	26,610	26,257
December-04	21,401	21,758

Non-supervisory level psychologists, behavioral health specialists, counselors, and social workers facilitated an additional 2288 FBAs across the five levels of CSSS. This is an increase over the two preceding quarters, 1154 and 1297, respectively.

Table #30: Number of Functional Behavioral Assessment Completed

Month	October	November	December	Total
# FBAs	1,006	720	562	2,288

Early intervention services to CSSS level 1 to 3 students have increased steadily since data collection began in January 2004. The only decrease was noted during the summer months and the partial school month of December. Also notable is that the number of students receiving SBBH IEP/504 related services have remained relatively stable, indicating that more students are accessing services earlier. Effort is evident in

the provision of early intervention services. Data reflects system responsiveness based on the numbers of non-disabled students accessing services, indicating

awareness, identification, and utilization of School-Based Behavioral Health supports across the levels of CSSS to meet students' needs as soon as possible.

Performance Goal # 14:

- a) *60% of a sample of students receiving SBBH services will show improvement in functioning on the Teacher Report form of the Achenbach.*
- b) *Student functioning as described on the Achenbach TRF scores on students selected for Internal Reviews will be equivalent to those of a national sample.*

Consistent with the goal of continuous SBBH program improvement, a substantially better model of SBBH program evaluation was developed, which was introduced in the last quarterly report. This model is more comprehensive and data collection is integrated with program events, such as, entry into SBBH services and annual reviews. These changes provide more useful comparisons for monitoring

individual student progress as well as overall SBBH program effectiveness. This improved model necessitated a modification and change in Performance Goal 14a and 14b.

Original Performance Goals

- a) 60% of a sample of students receiving SBBH services will show improvement in functioning on the Teacher Report Form of the Achenbach.
- b) Student functioning as described on the Achenbach TRF scores on students selected for Internal Reviews will be equivalent to those of a national sample.

New Performance Goals

- a) 60% of all students receiving SBBH services will show improvement in functioning on at least one scale on the Teacher Rating Scales (TRS) form of the BASC-2.
- b) A "Measurable Goals and Progress Monitoring" pilot project will be implemented in at least one complex during the last quarter of the current school year.

Note that for *Performance Goal a*, the percentage of students expected to show improvement remains the same. However, three primary improvements were also included in this revision.

- The tool used to measure progress was changed to the BASC-2 TRS, which is more appropriate for monitoring progress in the school setting.
- Rather than monitoring the progress of a 10% sample of the students receiving SBBH services as done during SY03-04, the progress of all of these students will be continuously monitored.
- "Will show improvement in functioning" now has a clear operational definition of a statistically significant change on at least one scale on the TRS.

The *original Performance Goal b* involved administering the rating scale to another sample of students who were selected for Internal Reviews. Since all students receiving SBBH services are included in continuous progress monitoring, this information will still be collected. However, for the purpose of SBBH program evaluation, it will be studied

within the context of progress made by the entire group rather than smaller samples, which are not as reliable.

The *new Performance Goal b* is a completely new goal, which reflects the SBBH Program's commitment to improving student outcomes. As described under Performance Goal 15, state-wide training has focused on teaching counseling providers skills in writing measurable goals and monitoring student progress toward reaching those goals. Although the feedback from the rating scales described in *Performance Goal a* provides broad general feedback to the SBBH program, *Performance Goal b* gives direct and immediate feedback to the counseling provider and their supervisor in the setting where changes in the services to improve student outcomes must be made. This is where true program improvement occurs, one child at a time.

New Data Collection Using the Entire Group Enrolled in SBBH Services

The new data collection model will provide information of value at the school level to enhance services for **all** students, and the resulting data will be also be aggregated to assess the overall SBBH program.

The following procedures for the new model of data collection began January 3, 2005:

- All applicable components of the BASC-2, including the Self Report of Personality (SRP), Parent Rating Scales (PRS), Teacher Rating Scales (TRS), Structured Developmental History (SDH) and Student Observation System (SOS) will be administered for all new students as they begin IEP/MP related SBBH services.
- The BASC-2 TRS will be administered and the SDH will be updated for all students receiving SBBH services at the time of each subsequent annual review of the IEP/504 service plan.
- Following entry into IEP/MP related SBBH services or the annual review, the SOS will be administered each quarter.
- The TRS will be administered when considering discontinuation of counseling as a related service.

This new procedure provides a baseline measurement of each student's functioning. As the BASC-2 will be administered when IEP/MP related SBBH services are initiated or reviewed, it is envisioned that within a year **all** students receiving these services will have the applicable components of the BASC-2 completed. More importantly, the use of the multidimensional BASC-2 at that time also enhances the school team's understanding of the individual student for development of the initial service plan. The service plan includes counseling goals, as well as other supports and interventions needed for that student to be successful. BASC-2 findings are expected to contribute to optimization of such planning.

Administration of the TRS at the time of the annual review of each student's IEP/504 service plan provides an objective measurement of progress from the previous baseline. This is an improvement over the previous model that was designed only to measure program effectiveness; the information gathered from the Achenbach was not communicated in any form that would provide feedback needed to focus interventions directly on the current areas of greatest need.

Note that two additional types of data collection have been added since the last quarterly report. The SOS data is needed at least **quarterly** to monitor student progress, and the

TRS is needed when considering discontinuation of counseling to assure that services are no longer needed and to provide a measure of the student's current functioning to compare with their functioning at the time services were initiated.

BASC-2 Data Available for Reporting

To expedite implementation, the individual user version of the BASC-2 scoring software is being used, and the data will be aggregated on the server once that software becomes available. Installation and testing of the BASC-2 client-server software was expected this quarter, but there was a delay in the release until late January 2005. However, significant progress has been made in assuring that the software developer from American Guidance Services incorporates features needed to assure data is obtained in a way that is user friendly, efficient and in a format that allows for the types of analyses needed to meet all of our program evaluation goals.

At the end of each quarter the data for all applicable components of the BASC-2 for students entering IEP/MP related SBBH services will be summarized. This will provide a profile of types of problem areas that lead a student to be referred for Comprehensive Student Support System (CSSS) level 4 or 5 services. This information has important implications for program development in several areas:

- Training will focus on empirically-based interventions for these problem areas.
- These findings will be shared with PSAP and other programs that support student achievement in CSSS levels 1, 2 and 3 to assist them in identifying problem areas that are not being resolved at these earlier levels.
- This data assists in SBBH program management. For example, if a large number of students demonstrate social skills problems, then additional group interventions may be added.
- This data will help identify system problems that can be addressed more appropriately at that level.

TRS scores for all students who had annual reviews will also be reported in each quarterly report. This will provide a profile of the types of problem areas that lead students to remain in services for longer-term intervention. This information identifies and directs our focus to areas where we may need to improve our services, and informs us when we have made progress:

- Data will be used to provide support to identified districts, complexes, schools and individual counseling providers who are having low rates of student progress.
- Review programs to assure that empirically-based interventions are being used to address these problems.
- Provide training to address empirically validated interventions for the areas where we are being least effective.
- Data will be used to identify districts, complexes, schools and individual counseling providers who are having high rates of success so we can identify critical factors which can be applied by others to improve their rate of success.

Once a second TRS has been administered for a student then a meaningful comparison to the baseline can be made for the student. Although there may be a small number of students over the next year that will have an administration of the TRS at the time of the annual review and again as they discontinue services, it is important to note that the first quarterly report that would include a substantial number of these comparisons would be in April 2006. The first report to include comparisons between baseline and follow-up

comparisons for the entire group will be in January 2007, and the whole group will be included in every quarterly report thereafter. These comparisons will be aggregated to determine if *Performance Goal 14a*, “60% of all students receiving SBBH services show

improvement in functioning on at least one scale on the Teacher Rating Scales (TRS) form of the BASC-2,” has been met.

Function of Other Components of the BASC-2

The Structured Developmental History (SDH) is also being used to gather information about developmental, social and medical factors that are important when designing effective interventions. Assuring that this information is up to date is essential in putting the child’s emotional and behavioral functioning in context. Although we currently are not able to input this information so it can be used in our program effectiveness analyses, the SDH information is being considered for inclusion in the new student database that is being developed.

The Structured Observation System (SOS) will be administered at least once each quarter to monitor student progress. This is a more sensitive measure of change in a student’s behavior than the other BASC-2 rating scales, which are based on more general impressions of the child’s behavior. Feedback on student progress is important to assure that the interventions and other support being provided is, in fact, effective for that specific child. This directs more immediate modification of services to improve effectiveness. Although there is no method for aggregating this data to provide another measure of program effectiveness at this time, this is also being considered for inclusion when a new database is implemented.

Goal Attainment as a Measure of Program Effectiveness

Another measure of program effectiveness is attainment of the IEP/504 service plan goals. Collection of this data is meaningful only if goals are written in measurable terms, and objective data is collected to monitor progress. During the first quarter of this year, training in writing measurable goals and in progress monitoring was provided to all SBBH staff. This included methods for gathering data on student progress to determine when adequate progress is attained and when goals are met. Additional follow-up training was provided for several complexes in Hawaii and Maui districts. Once these skills are developed and reliable reporting of goal attainment is accomplished, utilization of this data as an additional indicator of program effectiveness will be viable. Several complexes are using these methods routinely, and a complex demonstrating high-level skill in this area will be selected for a pilot study. That complex will be provided additional support to further develop these skills. These systematic methods will then be used to further examine the effect of counseling interventions and other supports on goal attainment. If this pilot project is found to be effective in improving student outcomes, then a plan will be developed for expansion into complexes across the state.

Goal attainment data will also provide objective feedback that can be used for program monitoring and improvement. For example, we may find that we are very effective with some problem areas but less so in others. This information would be useful when targeting areas of emphasis for subsequent supervision and training.

Performance Goal #15: System performance for students receiving SBBH services will not decrease.

The Ultimate Goal: Student Achievement

A primary goal of the SBBH program is to provide the emotional and behavioral supports needed so students can achieve their academic potential. Therefore, an indirect yet very important measure of the impact of SBBH services is the ratio of students attaining academic proficiency. Trend reports from the Hawaii Department of Education Website indicate progress in this area as measured by both the Hawaii State Achievement Test and the NAEP. Improvements are noted in reading, mathematics and writing. An average improvement across grade levels on these tests indicates that over 3 percent more students are achieving proficiency in reading and mathematics. Although this may not seem to be a significant change, 3 percent of the total student population is more than 500 students.

Many factors undoubtedly contributed to the increased percentage of students meeting this benchmark. However, it is notable that this improvement corresponds with the time-frame when the SBBH program became employee-based which greatly improved the stability of services. It is reasonable to assume that improved student achievement is one measure supporting the view that the SBBH program functioning is at least maintaining if not improving.

Development of a System for Continuous Self-Monitoring

“The system must be able to monitor itself through a continuous quality management process. The process must detect performance problems at local schools, family guidance centers, and local service provider agencies. Management must demonstrate that it is able to synthesize the information regarding system performance and results achieved for students that are derived from the process and use the findings to make ongoing improvements and, when necessary, hold individuals accountable for poor performance.”

- BASC-2 data will be used in the “continuous quality management process” as described in this quote from the Revised Felix Consent Decree. This data will allow us to identify areas of strength and weakness in resolving a variety of types of student problems.
- It will allow us to identify students who are not improving or are further regressing so that modifications in the support plan can be facilitated.
- It will allow us to identify districts, complexes, schools and individual counseling providers that require additional support and training.
- We will also be able to identify higher functioning schools so we can continue to identify essential characteristics or other factors that lead to improved student outcomes.

The memo from the State Superintendent, Patricia Hamamoto on “School-Based Behavioral Health (SBBH) Program Evaluation—Implementation of the Behavioral Assessment System for Children-Second Edition (BASC-2),” dated December 6, 2004, demonstrates the support and commitment that exists at the highest levels to continuously monitor the progress for all students receiving counseling as a related service.

Many critical steps have been taken this quarter to prepare for this monumental program evaluation. This process is expected to gather data on more than 10,000 students over the next year.

- This model of data collection was further refined with documents outlining the implementation procedures. This included meetings to obtain feedback from psychologists, special education teachers, District Education Specialists, and counseling providers.
- BASC-2 materials needed to implement the new data collection model were estimated, ordered and delivered to all districts. Each district then distributed these materials to their psychologists and counseling providers.
- Follow-up training programs on implementation procedures, administration of the BASC-2, and interpretation of findings were developed. These training programs were piloted in one district this quarter.
- Several workshops have been scheduled for each district, including all islands, during the first nine weeks of the BASC-2 implementation. This includes 9 workshops in January, 14 workshops in February, and 2 workshops in the first week of March.
- Individual-user BASC-2 ASSIST scoring software has been distributed, and users have been trained.
- Extensive collaboration with American Guidance Services has focused on the development of software that will meet the needs of students, counseling providers and program evaluation.
- A workshop on BASC-2 interpretation was developed by AGS in collaboration with the SBBH program; that workshop will be provided on March 7-March 11, 2005.

Consistency in SBBH Leadership

SBBH leadership continued to increase in effectiveness related to continuity of staff.

- The SBBH State Educational Specialist attained one year in that position during this quarter
- The doctoral-level state school psychologist has been full-time for the entire quarter.
- The masters-level state school psychologist has been in that position since August 2003.

All district-level SBBH Program Coordinators positions have been filled and stable. Collaborative relationships with staff at all levels of the program were further developed through a variety of activities. The state psychologist and SBBH program director have continued to attend staff meetings with SBBH staff throughout the state to provide the direction and support needed to resolve problems and optimize their functioning. The doctoral-level State School Psychologist held a second state-wide meeting for all clinical and school psychologists. This has been critical in assuring that best practices are being consistently implemented throughout the state. Consistent leadership, networking and collaboration continue to be critical in system sustainability and improvement.

State-wide Training

During this quarter, training efforts targeted the improvement of system functioning. The intensive state-wide training program focused primarily on writing measurable service goals, student progress monitoring, and preparation for the use of the BASC-2 for student progress monitoring and SBBH program evaluation monitoring. These training are expected to continue for the next quarter.

1) The Behavioral Assessment for Children, Second Edition (BASC-2) training was conducted by Dr. Cecil Reynolds on Oahu, August 2, 2004. Dr. Reynolds, who is a co-author of this scale, is world renowned for his training and research. He has written more than forty books including "The Handbook of School Psychology" and "The Encyclopedia of Special Education." The training was arranged to assist SBBH staff in identifying goals and planning interventions for students. Psychologists will also use these scales when performing evaluations for possible IDEA/504 eligibility. The training was crucial in laying the foundation for the implementation of a comprehensive system for evaluation of SBBH program effectiveness. Because this training was only offered on Oahu, additional sessions utilizing video clips from Dr. Reynolds' training were provided for all but two islands, last quarter.

- The SBBH Training Coordinator, the doctoral-level state psychologist, provided training with the material presented by Dr. Reynolds for staff on Molokai and Lanai on October 4, 2004. The 12 participants included behavioral specialists, psychologists and social workers. The presenter rating was 4.5 on a 5-point scale indicating high consumer satisfaction and utility.
- This training was also provided in Hilo on October 5, 2004. 53 staff attended this workshop including school psychologists, clinical psychologists and behavioral specialists. The presenter rating was 4.3 on a 5-point scale.
- On November 30, 2004, training to provide background information about the BASC-2 and plans for its use for progress monitoring was provided at the State-wide District Educational Specialist Meeting.

A new training covering BASC-2 Implementation Procedures, administration of the BASC-2 Student Observation System and Interpretation of BASC-2 computer reports was developed this quarter. The first pilot training session was provided this quarter, and 25 sessions are already scheduled for the next quarter.

- This training was provided on December 21, 2004 in Hilo. Thirty-five staff attended this training including school psychologists, clinical psychologists and Behavioral specialists. The presenter rating was 4.5 on a 5-point scale.

A follow-up conference on BASC-2 interpretation, presented by Dr. Hankin, will be co-sponsored by AGS and DOE. The workshops will be held March 7-11, 2005, on Oahu, Maui, Hawaii and Kauai. Support during the implementation of the BASC-2 will be provided during statewide and district-level meetings and trainings. Technical assistance for the use of the BASC-2 will be provided through the state school psychologists and the test publisher, American Guidance Services (AGS).

2) Greg Llewellyn provided the initial training on Functional Behavioral Assessment (FBA) and Behavioral Support Plans (BSP) training three years ago when the SBBH program began. Dr. Llewellyn returned for five presentations titled "Design and Monitoring Progress of Behavioral Support Plans" from August 9-13, 2004. A primary focus during these presentations was placed on writing measurable goals and monitoring progress toward goal attainment. 28 DOE employees attended the "train the trainers" workshop on August 9, 2004 including representatives from each district. A staff of 211 attended the general training on Oahu on August 10, and a total of 138 DOE employees attended the training at Hilo, Kauai and Maui on August 11-13, 2004. This presenter was rated 4.7 on a 5-point scale when ratings were averaged across all of these presentations.

- Follow-up training provided in Kona on October 15, 2004 focused on writing measurable goals to support SBBH staff in implementing these skills. Participants engaged in small-group activities that provided practice in improving goals they had written for students previously. This will be a primary training activity during the next quarter. The presenter rating was 4.5 on a 5-point scale indicating high consumer satisfaction and utility.
- On December 6, 2004 training was provided in Kona that reviewed methods for monitoring student progress. This included activities in which participants practiced writing measurable goals and a plan for progress monitoring with students on their current caseload. The presenter rating was 4.7 on a 5-point scale.

The SBBH State Training Coordinator has also been available to co-present with the staff who were trained as trainers throughout the state. The goal is to train teams at the school level and to expand responsibility for the development of the BSP from only specific SBBH staff to a TEAM that includes these professionals. Several complexes have expressed interest in this training. One or two pilot complexes will be identified during the next quarter; this training and support will be provided during the fourth quarter of this school year.

3) Although much of the individual counseling service is provided by DOE providers, a smaller percentage of services for families are contracted. Although a number of factors may be leading to this trend, a decision was made to further training in this area. The Department of Health presented a training titled "Family Interventions" on December 15, 2004, and many staff from all islands attended this training.

4) Training on the Vineland Adaptive Behavior Scales will be provided by Dr. Hankin from American Guidance Services. These workshops will be held March 7-11, 2005 on Oahu, Maui, Hawaii and Kauai.

In summary, state level staff provided statewide intensive training to DOE employees during this quarter. Three primary areas were addressed in training: writing measurable service goals, student progress monitoring, and preparation for the use of the BASC-2 for student progress monitoring and SBBH program evaluation monitoring. Family intervention training was addressed through DOH. The presentations on the BASC-2 implementation were important to prepare staff for the use of this tool for program development, progress monitoring and program evaluation. The training on the new revision of the Vineland Adaptive Behavior Scales is critical in assuring that those who use this test are familiar with the aspects of the revision they will need to administer and interpret it. A solid understanding of writing measurable goals has been attained, but the progress monitoring is a more difficult skill to acquire without concrete case experience using these skills. This will continue to be the focus during the next quarter. Additional training sessions have been scheduled for next quarter as efforts continue to target the improvement of system functioning and outcome oriented services for students.

District-Level Training

There were 123 formal training sessions provided to 3,001 staff between October 1, 2004 and December 31, 2004. Some topics, such as Missed Sessions for Related Services Providers, Chapter 56, ISPED, FBA/BSP, Writing Goals and Objectives, Autism Spectrum Disorder, Token Economy Systems, Filing Educational Neglect Petitions, Mandated Child Protective Services (CPS) Reporting, CSSS Training, Related Services

Training, and Crisis Prevention and Intervention/Nonviolent Crisis Intervention were repeated this quarter.

However, many new topics, such as Adaptive Schools Workshop, Grief Education for Children and Ohana, Filipino Cultural Issues: Death and Dying, Blended Families and Dealing with Grief, Health Celebration, Helping Children with Trauma, Leadership Workshop, Classroom Behavior, Coordinated Service Plan (CSP)/Quest, Internal Review Training for Trainers, Building Strengths and Supporting Change, Family Interventions, Support for Families and Students, Dealing with Deployment, Behavioral Problems and Sexual Abuse of Children, System Response to Sexual Abuse, Avoiding Burn Out, Relationship Building with Parents, Parenting Interventions, IEP 101, ISPED for Counseling, Day Treatment Training, A Developmental Approach to Mental Retardation, ASEBA (Achenbach) Training, Peer Review Training, Achievement Testing Training, Computer Training, Classroom Interventions, BASC-2 SOS Training, DOE Assessment and SPED Eligibility, Writing Behavioral Goals and Objectives, Woodcock-Johnson III, Developmental Issues, Developmental Issues when Writing Behavior Support Plans, Diversity Counseling, Reactive Attachment Disorder, and Evidence-Based Practices were all new presentation topics, which were not presented last quarter.

The total number of district-level training sessions was exactly the same as last quarter. This is significant when considering last quarter totals reflected an increase of over 75 percent from the previous quarter. This continued large number of training session was not expected because of the tendency to do more training for SBBH staff during the summer. In every district, multiple role groups attended trainings and completed standardized evaluations of the presentation, content, process and applicability of the sessions. Quality measures averaged 4.5 on a 5-point scale which indicated high consumer satisfaction and utility.

In addition to the trainings from the state office provided to 749 DOE employees, the districts also provided professional development for 3,001 employees during the past quarter, which is a 30% increase over last quarter. The large increase of training sessions at the district level in combination with a large increase in the number of attendees at these workshops meant that on the average, a larger number of employees attended each workshop.

Supervision

In addition to the subject-focused group training sessions, staffs continue to receive ongoing professional supervision. This is equally important in order to assure application of concepts learned through formal training sessions and to monitor the use of evidence-based interventions. District level School Psychologists, Clinical Psychologists, Program Managers and some Complex level School Psychologists monitored the application of training into service delivery through supervision, consultation, and one-on-one assistance as needed. Many also provided direct services to students. In the October through December 2004 quarter, 53-61 Psychologists and Supervisors reported that a total of 1,315 supervision and 278 training sessions were provided to staff, in addition to the district specific trainings provided by the SBBH state-level School Psychologist. In addition, psychologists and program managers delivered 4,878 consultations which is consistent with last quarter's count of 4,824. There were 702 counseling/parent training sessions, 429 assessments, and 317 FBA/BSPs completed by this group. Please refer to the psychologists' and SBBH supervisors' activity data on the following page.

Review of the data on the following page indicates that professional activities increased in all but a few areas during this past quarter. Notable was a significant increase in court involvement, from double digit counts in the past several quarters to 201 this quarter. Decrease was noted in the number of supervision sessions provided, training sessions given and received, and supervisory staff reporting. This decrease correlates with continued difficulty psychologists are experiencing with the licensure process due to delays with the State Psychologists Board review

Table #31: Professional Supervision Activities

2004 Psychologist and SBBH Supervisory Activity Data

Professional Activities	Jan-Mar 2004	Apr-Jun 2004	Jul-Sep 2004	Oct 2004	Nov 2004	Dec 2004	Oct-Dec 2004
Consultations	5,857	5,450	4,824	1,907	1,652	1,319	4,878
FBA/BSPs	408	274	209	106	112	99	317
Counseling/parent training	710	612	514	263	334	105	702
Assessments	734	677	364	137	142	150	429
Observations	266	481	458	192	153	144	489
Student meetings (SST, Core, IEP/MP, Peer Review)	1,907	1,878	1,343	610	594	513	1,717
Non-student meetings	1,145	1,134	1,042	422	367	342	1,131
Court involvements	40	29	25	77	68	56	201
Data input (ISPED) sessions	595	672	431	161	175	138	474
Supervisory sessions	1,867	1,711	1,442	508	410	397	1,315
Providing training	356	204	358	116	96	66	278
Receiving training/Research	369	333	527	114	77	85	276
Quarterly Total	14,254	13,455	11,537				12,207
Monthly Total				4,613	4,180	3,414	
Number of Professionals	63	57	62	61	53	56	57

their applications. This has affected staff vacancy and staff supervision. The personnel director has written a letter with concerns to the State Psychology Board in October 2004. However, the Board was unable to add these issues to the agenda in November. In addition, the December meeting was cancelled. The state school psychologist has also been assisting current employees who are having difficulty obtaining their licenses and will be attending the next board meeting to help identify solutions for the current problems. DOE concerns are on the agenda for the Board meeting on January 21, 2005. In the meanwhile, alternative options are being developed in order to ensure the provision of adequate supervision.

System of Support for Psychologists

The second statewide DOE psychologist meeting was held on November 16, 2004 in Kona with teleconference participation from five sites on the other islands. The next meeting is planned for mid-March 2005, and it is anticipated that these meetings will be held approximately six times per year.

A primary purpose of this meeting was to present a draft of the BASC-2 Implementation Procedures and to receive feedback about anticipated challenges and recommendations for improvement. Training and practice in administering the BASC-2 Student Observation System was also provided.

Psychologists are beginning to schedule meetings for groups that will be addressing the following issues identified in the previous psychologist meeting. Many of these groups will meet through the use of teleconferencing. These groups are expected to meet over the next two quarters. The psychologists have formed committees on the following targeted issues:

1. Improving the quality of Behavioral Support Plans (BSPs). This should include focus on training, implementation and support.
2. Ethical and psychologically sound application of interventions to address emotional/behavioral needs of children pursuing an education.
3. Promoting psychologists as special student needs experts, and educate the community about the psychologist's role and function. Increase communication (PR).
4. Working with children on prevention and intervention. Remove extraneous influences. Use Psychologists to improve system.
5. Focusing on early intervention. Legitimize certain techniques i.e. Cognitive Behavior Therapy.
6. Identifying specific features of a classroom that would enhance social/emotional and mental health needs of students. Develop curriculum and implement.
7. Enhancing teacher classroom management skills.
8. Student priorities of civic responsibilities, academic learning, safety and well-being. Rewarding/reinforcing school attendance, completion of school assignments and positive participation in social environment of school.
9. Investigating social skill curriculums.
10. Prevention programs using student's family/community.
11. Increasing multi cultural competencies of SBBH staff.
12. Researching with the unique population of Hawai'i.

SBBH Internal Review Analysis

Case study data through the Internal Review process provided another broad measure of system performance. During the October-December 2004 period, utilizing a standard protocol, data was collected on system performance in 112 schools based on system activities directly related to the student's needs and services. 193 students were identified as receiving educational and behavioral health services.

The table on the following page provides information based on the percentage of 193 sample students who received SBBH services. It provides a comparison with the previous samples from School Years 2002-2003 and 2003-2004. Based on these results, the percentage of students obtaining an acceptable system performance rating increased in all the indicators as well as the overall performance from the 2002-2003 sample to the current sample. The 7 percent increase between the current year overall performance (95%) and the 2002-2003 overall performance (88%) was significant. Comparison between the SY 2003-2004's 93 percent and the current year's 95 percent of students obtaining an acceptable system performance rating was not as dramatic, although very positive.

It was noted that of the 193 SBBH students in the sample, system performance was acceptable for 183 students (95%), while it was not for 10 students (5%). Of those 10 students, two were at the elementary school level from different schools. One of the

schools had another student for whom system performance was rated well. Of the remaining eight students, three were at the intermediate school level and five were at the high school level. Of those same eight, one intermediate student had another student in the same school with a strong system performance rating. Likewise, two students at different high schools had all other counterparts (two at one school and four at another) for whom system performance rated well. Two students were the only SBBH student service tested from their schools. The remaining five students had counterparts reviewed for whom system performance rated as “fragile 4” to 5. Data continues to indicate greater challenge and need for system support at the secondary school level and at those specific schools.

Table #32: SBBH Indicators of Current Performance as Measured through Internal Review

INDICATORS OF CURRENT SYSTEM PERFORMANCE	Percentage Obtaining an Acceptable System Performance and Percentage of Change SBBH (CSSS Level 4 and 5) ONLY				
	School Year 2002- 2003	School Year 2003- 2004	SY 2004- 2005 Oct-Dec '04	Change 2003- 2004 to Oct-Dec '04	Change 2002- 2003 to Oct-Dec '04
Understanding the Situation	88%	93%	95%	2%	7%
Child/Family Participation	93%	95%	95%	0%	2%
Functioning Service Team	90%	92%	96%	4%	6%
Focal Concerns Identified	84%	89%	88%	-1%	4%
Functional Assessments	80%	90%	93%	3%	13%
Planning Services	83%	90%	95%	5%	12%
Focal Concerns Addressed	88%	89%	89%	0%	1%
Long Term Guiding View	75%	85%	85%	0%	10%
Unity of Effort Across Agencies/Team	78%	86%	89%	3%	11%
Individual Design/Good Fit	89%	92%	96%	4%	7%
Contingency Plan (Safety/Health)	77%	94%	92%	-2%	15%
Implementing Services	89%	94%	94%	0%	5%
Resource Availability for Implementation	92%	93%	93%	0	1%
Timely Implementation	87%	92%	95%	3%	8%
Adequate Service Intensity	78%	90%	89%	-1%	21%
Coordination of Services	85%	90%	93%	3%	8%
Caregiver Supports	91%	96%	95%	-1%	4%
Urgent Response	81%	94%	88%	-6%	7%
Results	90%	91%	90%	-1%	0%
Focal Situation Change	88%	89%	89%	0%	1%
Academic Achievement	86%	83%	86%	3%	0%
Risk Reduction	90%	91%	92%	1%	2%
Successful Transitions	90%	91%	92%	1%	2%
Parent Satisfaction	93%	93%	94%	1%	1%
Problem Solving	85%	85%	88%	3%	3%
OVERALL PERFORMANCE	88%	93%	95%	2%	7%

Summary

It is clear when reviewing the activities and related data that Performance Goal #15 is met as the system performance for students receiving SBBH has not decreased. SBBH program has not only maintained the level of functioning obtained previously; it has made significant improvements. Training has continued to increase at the district level; at the same time, new training initiatives have been implemented at the state level. Training at the state level is addressing improvements in three primary areas: Writing Measurable Service Goals, student progress monitoring, and the use of the BASC-2 for both student progress monitoring SBBH Program Evaluation. On-going training assures continued support is provided for implementing and practicing the new skills learned. The increased sharing of information through state-wide psychologist meetings and attendance at district-level meetings is already leading to a higher level of consistency in implementation of the SBBH program across the state.

Internal Reviews also indicated improvement in the current system performance. A total of 95 percent of students obtained an acceptable system performance rating, maintaining a 2 percent increase from SY 2003-2004 and a 7 percent increase from SY 2002-2003 overall performance (88 percent).

Summary of Department of Education System Infrastructure and Performance

The Department of Education has set high expectations regarding infrastructure and performance goals. Ongoing measurement of performance related to the goals indicate that over the past 24 months the Department has not only maintained infrastructure and performance, but strengthened existing infrastructure and improved performance.

The Department meets or exceeds infrastructure expectations in the following areas:

- Qualified personnel: SBBH professionals,
- Capacity to contract for necessary services not provided through employees,
- Adequate funding to provide a comprehensive system of care for students requiring such services to benefit from educational opportunities, and
- Integrated data management information to adequately inform administrative decisions necessary to provided timely and appropriate services.

The Department of Education continues to be challenged to meet targets for qualified special education teachers and paraprofessionals in classrooms. This is the first time in three years that the number of qualified special education teachers has dropped below 90%.

Performance Measures reveal improvement in all areas. The following Performance Measures were met or exceeded:

- Timely evaluation and program plan development
- Service delivery gaps
- ISPED utilization
- ISPED reports for management
- Availability of contracts to provide services
- Administrative action to assure adequate funding
- Use of Home/Hospital Instruction
- Training in reading strategies
- Quality of services to students with ASD
- Quality and availability of SBBH services
- Reading Strategies in IEPs

While performance is high and improving in these areas, the Department performance goal in the area of Reading Assessments was not met. Similarly, while progress in reducing the ratio of suspensions for regular education and special education students and the overall number of requests for impartial hearings has been made, the net results are still less than desired.

Overall, in this reporting period the Department has continued to sustain a level of infrastructure and system performance consistent with or better than a year ago and even last quarter. Corrective actions directed at state,

complex, and school level, based on data and analysis are leading to improvements, not just at the complex level but within specifically identified schools. The data in this section provides further evidence of the commitment within the Department at all levels to maintain and improve the delivery of educational and behavioral/mental health services to students in need of those services beyond that required by federal statute and court orders.

The Department expects that ongoing system performance assessments, subsequent training, and the posting of school by school performance indicators will not only maintain this level of performance but will improve system performance to high levels in all schools.